R E P O R T R E S U M E S

ED 017 240 JC 680 015

FACULTY QUALITY--A CHALLENGE TO THE COMMUNITY COLLEGE.

BY- VAIRO, PHILIP D.

PUB DATE APR 65

EDRS PRICE MF-$0.25 HC-$0.28 5P.

DESCRIPTORS- *JUNIOR COLLEGES, *TEACHER QUALIFICATIONS, *HIGHER EDUCATION, COLLEGE FACULTY, COLLEGE TEACHERS, TEACHER BACKGROUND, TEACHER EXPERIENCE, TEACHER RECRUITMENT, SURVEYS, QUESTIONNAIRES, NORTH CAROLINA,

IN 1962-63, A SURVEY COMPARED THE QUALIFICATIONS AND PROFESSIONAL STATUS OF NORTH CAROLINA JUNIOR COLLEGE TEACHERS WITH THOSE OF TEACHERS IN FRESHMAN AND SOPHOMORE CLASSES IN 4-YEAR INSTITUTIONS. OF THE 1,119 TEACHERS IN 24 SCHOOLS, WHO RECEIVED QUESTIONNAIRES, 861 (76.9) REPLIED. JUNIOR COLLEGE TEACHERS HELD FEWER ADVANCED DEGREES AND HAD LESS TOTAL TEACHING EXPERIENCE, WHILE TEACHERS AT THE 4-YEAR INSTITUTIONS (1) INCLUDED MORE CANDIDATES FOR ADVANCED DEGREES, (2) HAD MORE TEACHING EXPERIENCE AT THEIR CURRENT LEVEL, (3) HAD SUPERIOR PREPARATION IN THEIR SUBJECT FIELD, (4) PUBLISHED MORE THAN THE 2-YEAR COLLEGE TEACHERS, (5) BELONGED TO MORE PROFESSIONAL ORGANIZATIONS AND HONORARY SOCIETIES, (6) SCORED HIGHER ON AN INDEX DERIVED FROM ADVANCED DEGREES, HONORARY AND PROFESSIONAL AFFILIATIONS, AND PUBLICATIONS, AND (7) HAD SUBSTANTIALLY HIGHER SALARIES. THE COMPARISON INDICATED THAT BETTER SALARIES, SABBATICAL LEAVE, ENCOURAGEMENT OF ADVANCED STUDY, AND A LIGHTER TEACHING LOAD WOULD ATTRACT BETTER QUALIFIED INSTRUCTORS TO THE JUNIOR COLLEGE. THIS ARTICLE IS PUBLISHED IN "THE JOURNAL OF HIGHER EDUCATION," VOLUME 36, NUMBER 4, APRIL 1965. (HH)

ED017240

ERIC

THE JOURNAL OF Higher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

JE

FRANKLIN J. PEGUES, *Editor*
EDITH C. RINEHART, *Associate Editor*

Editorial Advisory Board

RICHARD D. ALTICK
RICHARD H. ARMITAGE
DONALD P. COTTRELL
G. ROBERT HOLSINGER, JR.
AURELE LA ROCQUE
ROBERT E. MATHEWS

Corresponding Editors

LESLIE J. BRIGGS, B. LAMAR JOHNSON
ABBOTT KAPLAN, WILLIAM J. McGLOTHLIN, ALBERT G. SIMS
MAURICE F. TAUBER, GEORGE R. WAGGONER, EVERETT WALTERS

THE JOURNAL OF HIGHER EDUCATION is published monthly, except during July, August, and September, by the Ohio State University Press, Columbus, Ohio, 43210; 75 cents a copy; $6.00 a year; $11.50, two years; $17.00, three years (subscribers in Canada add $.50 a year for postage; in other foreign countries, $.75). Special rate for registered graduate students, $5.00 a year. Second-class mailing privilege authorized at Columbus, Ohio. Copyright © 1965 by the Ohio State University Press.

NOTE TO CONTRIBUTORS: Manuscripts sub
scripts, double-spaced, on white opaque pa
are unacceptable will be returned only if acc

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Henry J. Casen for The Journal of Higher Education TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

JE 680 015

Faculty Quality: A Challenge to the Community College

American higher education has undergone changes throughout its history. In this decade one major change affecting it has become acutely apparent: the increase in the number of two-year institutions. Unless the two-year college has an instructional staff of qualified teachers, its objectives cannot be achieved. Thus the insufficient supply of competent teachers for junior colleges—indeed for all institutions of higher learning—is a matter of increasing concern. Since it is in the classroom, under the guidance and leadership of the teacher, that the minds of American students are developed, the qualifications of the teacher are of paramount importance. It follows, then, that qualified persons must assume pedagogical positions at all levels of higher education, lest the educational aims of colleges and universities be poorly or only partially fulfilled.

In discussing the role of the junior and community colleges in an essay prepared for the President's Commission on National Goals, President John Gardner of the Carnegie Foundation emphasized that these two-year institutions are not only becoming an integral part of American higher education but will accommodate approximately 50 per cent of the future college population.[1] In 1961, Erwin Knoll reported that on a

[1] "National Goals in Education," *Goals for Americans* (New York: Prentice-Hall, Inc., 1960), pp. 91–92.

nation-wide basis one student in every four entering college enrolled in a community or junior college.[2] Nine out of ten students beginning their college careers in Escambia County, Florida, in 1959 entered a two-year college.[3] Within the next decade the number of students enrolled in two-year colleges may total over two million.[4] Completion of two years of college work will soon be as commonplace and necessary as graduation from high school now is. There are nearly 700 two-year colleges in the United States, serving about 750,000 students.[5] Approximately one-third of these students transfer to four-year colleges or universities after completing the two-year course of study. Since the two-year colleges offer freshmen and sophomores course credit which is transferable to the four-year college or university, their curriculums, as well as the quality of their instruction, must meet acceptable college standards.

In 1958, the Commission on Higher Education appointed by the Middle States Association of Colleges and Secondary Schools advocated comparable conditions of employment for two-year and four-year college teachers. They recommended that

> the conditions and responsibilities of academic employment in junior colleges should differ in no respect from those in other institutions. If they do, junior college teaching and administrative work are likely to be thought of as a stepping stone to something "better," a completely unacceptable . . . view. That means that salaries and fringe benefits should be just as good as in four-year colleges, tenure and promotional systems as attractive, teaching loads comparable, and professional development opportunities as favorable.[6]

The increasing competition for teachers with the doctorate, however, is resulting in a recruitment problem for community colleges. Carmichael observed that of approximately 9,000 Ph.D.'s produced in 1957, about 5,000 entered college teaching. Of that number, only a small portion accepted positions in two-year colleges.[7] Rainey pointed out that teachers in four-year colleges who believe that their opposite numbers in the two-year college lack the necessary qualifications to give instruction on the freshman and sophomore level often make them the object of critical remarks.[8]

Since junior or community colleges will provide lower-division education for a substantially increased population, the writer made a survey

[2]"The Maturing of the Junior College," *NEA Journal*, L (February, 1961), p. 27.
[3]*American Junior College*, edited by Edmund J. Gleazer, Jr. (Washington, D.C.: American Council on Education, 1960), p. 3.
[4]James W. Thornton, Jr., *The Community Junior College* (New York: John Wiley and Sons, 1960), p. v.
[5]Clyde E. Blocker, "Comprehensive Community College," *NEA Journal*, LI (September, 1962), p. 20.
[6]*Junior Colleges and Community Colleges*, Document No. 460, December, 1958, p. 3.
[7]Oliver C. Carmichael, *Graduate Education: A Critique and a Program* (New York: Harper and Brothers, 1961), pp. 132–33.
[8]Bill G. Rainey, "Analysis of Criticisms of Junior College Teachers by University and Senior College Staffs," *Junior College Journal*, XXX (December, 1959), p. 208.

in the academic year 1962–63 in the state of North Carolina to discover whether there was a difference in qualifications between teachers in two-year colleges and those instructing freshmen and sophomores in four-year colleges.[9] Questionnaires were sent to 1,119 teachers in twenty-four public and private two-year and four-year colleges and were answered by 861, a return of 76.9 per cent. The study revealed these findings:

1. Measured by the highest degree held, teachers in the two-year colleges compare unfavorably with teachers in the four-year colleges.
2. A larger proportion of teachers in the four-year college than in the two-year are candidates for advanced degrees.
3. More teachers in four-year colleges have teaching experience on the level of the position they hold than do teachers in two-year colleges.
4. Teachers in two-year colleges have less total teaching experience than do teachers in four-year colleges.
5. Teachers in four-year colleges have superior preparation in the subject-field in which they are teaching.
6. Although the number of books and articles published by college teachers is negligible, those in the four-year college publish in greater proportion than those in the two-year college.
7. Teachers in four-year colleges hold membership in professional organizations and honorary societies in greater numbers than do teachers in two-year colleges.
8. When a recognition index derived from the compilation of a teacher's advanced degrees, professional and honorary affiliations, and publications was used, teachers in the four-year colleges obtained a higher score than their confreres in the two-year college.
9. The average salaries of teachers in two-year colleges are substantially below those of teachers in four-year colleges.

In 1960–61, the Research Division of the National Education Association reported that only 25.8 per cent of all new college teachers had earned doctorates. This figure is expected to decline with the increase in student enrollments in institutions of higher learning. On the two-year-college level, a relatively small percentage of new college teachers—less than 10 per cent—had the doctoral degree.[10] Therefore it is not unlikely that two-year colleges will encounter increasing difficulty in filling their recruitment needs in the future. Oliver C. Carmichael has proposed a three-year Master's degree for prospective two-year-college teachers.[11] The major purpose of this plan is to increase the output of qualified two-year-college teachers in the next ten to fifteen years. There is a definite need to make every effort to double or triple the present supply.

The prestige of the two-year college must be raised, and its image

[9]"A Comparative Study of the Qualifications and Salaries of Teachers in Two-Year Colleges and Teachers Giving Instruction to Freshmen and Sophomores in Four-Year Colleges in North Carolina" (unpublished Ed.D. dissertation, Duke University, 1963).

[10]*Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1959–60 and 1960–61, Research Report No. 2* (Washington, D.C.: National Education Association, 1961), pp. 12–13.

[11]"A Three-Year Master's Degree," *Faculty Preparation and Orientation* (Winchester, Massachusetts: New England Board of Higher Education, 1960), p. 65.

altered, if it is to attract qualified personnel. Two-year-college teachers should be encouraged by their institutions to work for advanced degrees. Such incentives as sabbatical leave with pay, opportunity for advancement, and salary increments should be used to promote and encourage teachers to continue their graduate studies.

Another matter which needs to be considered is the number of classroom teaching hours required of two-year-college teachers. A teacher with a fifteen-hour weekly teaching-load has to rely on standard textbooks for his lectures. He has very little time for student conferences, study, and research. A fifteen-hour teaching schedule is no longer acceptable in the academic world: it is as archaic as a horse and buggy on Madison Avenue. Nevertheless, it is standard practice in the overwhelming majority of two-year colleges studied by the writer.

A decent salary scale is, of course, as indispensable as a reasonable teaching-load. In 1962, the writer found the mean salary of eleven public and private two-year colleges in North Carolina to be $5,110, as compared with $6,278 for the thirteen public and private four-year colleges studied. The importance of adequate salaries was emphasized by the President's Commission on Education beyond the High School, which had this to say:

> The plain fact is that college teachers of the United States, through their inadequate salaries, are subsidizing the education of students, and in some cases the luxuries of their families, by an amount which is more than double the grand total of alumni gifts, corporate gifts, and endowment income of all colleges and universities combined. This is tantamount to the largest scholarship program in world history, but certainly not one calculated to advance education. Unless this condition is corrected forthwith the quality of American higher education will decline. No student can hope to escape the consequences.[12]

PHILIP D. VAIRO, *Charlotte College*

[12] *Second Report to the President* (Washington, D.C.: Government Printing Office, 1957), p. 6.